French as a Second Language in the Primary Grades (1 to 3)

GUIDELINES

Language Services

Alberta
EDUCATION

French as a Second Language in the Primary Grades (1 to 3)

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Education
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This publication is a service document. The advice and direction offered are suggestive only.

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INTRODUCTION

The number of Alberta children who are receiving some form of instruction in French as a Second Language in the primary grades is increasing yearly. The Language Services Branch has therefore felt a need to provide a basic framework for such instruction. These guidelines have been prepared to assist and direct school jurisdictions and teachers who either are already involved or wish to become involved in French as a Second Language Programs at the primary level (Grades 1, 2 and 3).

Rationale

There are many reasons for offering instruction in French as a Second Language in the primary grades. In many respects, the goals of primary-level French instruction coincide with Alberta's **Goals of Basic Education.** Specifically, second language education in the primary grades helps children to develop listening and speaking competencies. It also helps them to acquire knowledge, and to develop skills, attitudes and habits which will contribute to their physical, mental and social well-being. The acquisition of basic second language skills at this level also helps children to improve their self-discipline, self-understanding and basic self-concepts. In addition, such instruction encourages children to develop an interest in cultural and recreational pursuits.

A second fundamental reason for primary-level French instruction is the contribution it can make to the level of language proficiency that students ultimately attain. A well planned primary French program, with a time allocation of between 65 and 70 hours per year (about 100 minutes per week), would provide a student with approximately 1200 hours of French instruction during his twelve years of schooling. This is a sufficient amount of instruction to allow the student to reach

what the Gillin Report[1] has termed a "basic level of second language acquisition." This basic level is defined as the level at which the student:

1. can participate in simple conversations,

2. has a fundamental knowledge of the language,

3. can read standard texts or subjects of interest with the aid of a dictionary,

4. is capable of resuming the study of French at a future time if the need or desire to do so arises,

5. has developed a basic knowledge and appreciation of the culture of French-speaking Canadians.

It is important to note that these guidelines are not intended to constitute a prescriptive curriculum guide, such as the Three-Year, Six-Year and Nine-Year French Program guides prepared by Alberta Education. Nor is the primary-level French instruction discussed in this document intended to form part of a formally-designated twelve-year French program. French instruction in the primary grades is envisaged rather as a flexible, independent three-year sequence whose main objectives are attitudinal rather than linguistic. Although it is obviously important for the program to have a well defined linguistic content, it is more important that children develop an open, positive attitude towards the learning of a second language, and that they retain a level of interest and motivation that will prompt them to continue their study of French in subsequent levels of schooling and perhaps even embark on the study of other second languages.

For these reasons, the content of the primary French program is suggested rather than prescribed. It is hoped that individual school jurisdictions and teachers

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[1]Gillin, R. "Report of the Ministerial Committee on the Teaching of French", Toronto: Ontario Ministry of Education, 1974.

will choose the type and quantity of content according to what is appropriate for their students and the time that is available for French instruction. A great deal of flexibility has intentionally been incorporated into these guidelines so that as many school jurisdictions as possible will be able to offer their students the opportunity of beginning a second language at the primary level.

It is expected that the primary French sequence will articulate with the beginning of Alberta Education's **Nine-Year French Program** in Grade 4. This statement should not be taken to mean that students who have received French instruction in the primary grades are still beginners or have not learned anything of significance. The idea is, rather, that Grade 4 teachers will determine the appropriate "fit" in level and coverage between their students' knowledge and the specifications of the curriculum guide. They will choose an appropriate beginning point for their students, structuring their program in compliance with the expectations stated in the curriculum guide. Students who have completed the primary segment will naturally be able to move at a relatively rapid pace through the beginning stages of whatever textbook series is being used. Teachers should be careful not to dampen enthusiasm and motivation by belabouring material that the children already know. The Grade 4 teacher should take advantage of what students already know and use any time thus "gained" to broaden and enrich their knowledge and give them the opportunity to demonstrate their capabilities.

Time Allotment

Because the primary grades do not constitue part of a formally defined and designated sequence of French instruction, no minimum time allotment has been prescribed for the program. It is, however, hoped that school jurisdictions will be able to take a reasonable approach in this regard. Second language programs whose time allotment and/or scheduling is inadequate to produce some appreciable amount of language learning and retention may have negative motivational effects. Probably, any less than 90 minutes per week is insufficient time for offering a worthwhile program. Research into the learning of second languages has shown that

the amount of learning is directly related to the number of hours of instruction. Also, French instruction should be offered on a daily basis, whenever possible, to minimize the problem of forgetting.

MINIMUM EXPECTATIONS

At the end of Grade 3, the students should be able to:

Listening Comprehension

1. Differentiate between and attach meaning to the sounds of the French language.

2. Demonstrate understanding of familiar questions, statements and instructions within the limits of their vocabularies.

Speaking

1. Reproduce comprehensibly, in a meaningful context, French words within their vocabularies.

2. Produce a simple sentence by recombining known elements.

3. Answer familiar questions using learned responses.

Reading

1. Recognize familiar vocabulary and common expressions in printed form.

Writing

1. Copy familiar vocabulary and common expressions.

THEMES

The following list of themes is not intended to be either prescriptive or all-inclusive. It is designed to assist teachers by providing ideas or organizing concepts around which a year's program may be planned. Teachers are indeed encouraged to choose other themes if it seems appropriate to their situation and their students. For example, themes drawn from other subject areas such as social studies, physical education, art and music can provide an opportunity to integrate French into other aspects of classroom instruction.

It has not been specified which themes should be used at each grade level. This choice will vary from teacher to teacher according to the interests and maturity of the students involved. A number of the themes will almost inevitably recur from year to year. Many others are also suited to several grade levels. Using a theme more than once provides an opportunity to broaden and deepen the students' knowledge in these areas. By reusing a theme, the teachers present new vocabulary and structures and at the same time review material that has already been learned. On the other hand, there are enough themes so that teachers may deal with each one only once if that approach is preferred.

General Themes

Ma famille
Je m'habille
Je mange
Je bois
Mon corps
Ma maison
Ma salle de classe
Les contes
Les loisirs
Les animaux
Je vais au magasin
Les sports
Les moyens de transport
Les métiers
La flore et la faune de l'Alberta
Les instruments de musique

Recurring Themes

Les salutations

Le temps et les saisons

Les couleurs

Les chiffres et les formes géométriques

Le calendrier

Les fêtes

Expressions pour la salle de classe

Les actions (compréhension de verbes fréquemment employés)

TEACHING STRATEGIES

Current research into the teaching and learning of second languages commonly uses two terms to designate two fundamentally different learning (teaching) processes. These two terms "language acquisition" and "language learning" distinguish between the basically unconscious process of language "absorption" that occurs in immersion education and first-language learning ("acquisition"), and the conscious, cognitively-oriented process of study that occurs when students approach a language as an academic discipline ("learning"). Good language teaching, whether in a traditional second language course or in an immersion program, involves both approaches. Usually, however, there is an emphasis on "learning" in second language courses and on "acquisition" in immersion programs. Nevertheless, because of the lack of cognitive maturity in primary-level children, it is recommended that, as much as possible, the primary French as a Second Language program lean towards the "acquisition" model. Children will learn more successfully in a style that is suited to their level of physical, social and cognitive development.

Two types of program organization are appropriate to primary French instruction. One is to set aside a specified part of the school day for French instruction. The other is to integrate the linguistic content of the French program into other subject areas. Since both approaches have advantages, the choice whether to use one or the other, or a combination of both, is left to the teacher. Homeroom teachers who are also teaching French to their own classes will have the option of choosing the organizational scheme which seems most appropriate. The French specialist who teaches several different classes or in more than one school will not have this flexibility. The main advantage of having a designed French period is that it encourages sequential planning along linguistic and thematic lines, and provides motivation for teaching French regularly. The integrated approach is often more difficult to manage, especially for beginning teachers, and can sometimes lead to a situation where French is, in actuality, not being taught -- at least not in any systematic, useful fashion. A useful approach to integration is to pick out some aspect of another subject area -- a game in physical education, for

example -- and to use designated French time to teach necessary vocabulary and structures which will then be put into practice in the physical education period.

It is important that teachers use French as much as possible (all the time, if it can be managed) in their teaching. This includes classroom instructions and day-to-day organizational routines. If French is used only for the activities done as a part of the actual French lesson and English for everything else, children soon learn that the language of "real" communication is English, which in turn lessens motivation and tends to trivialize the second language in their minds.

When choosing classroom activities, teachers should keep in mind the "acquisition" approach to second language learning and the cognitive maturity of the children involved. Primary-level children, for example, should not be asked to conjugate verbs or complete verb tables (or to do many other of the "traditional" second language drill-type activities) because the activity is so far beyond their capabilities of abstraction as to render it totally meaningless.

The use of games to teach language is highly recommended at this level. "Games" need not -- and indeed should not -- be complex. It is sufficient, for example, when practising vocabulary, to distribute flashcards among children and have them take turns asking one another questions such as "Qui est-ce?", "Qu'est-ce que c'est?", "Quel temps fait-il?", etc., or to divide the class into two teams and have one team ask questions of the other to turn vocabulary drill into a "game". Variations on Bingo (Loto) may be used for a multitude of purposes. Having partners or small groups do an activity together also encourages an atmosphere that primary-level children will find motivating.

The French teacher should also take advantage of the natural love of children of this age for music, rhythm and story-telling. Songs (especially those which are or may be accompanied by actions), comptines (similar to nursery rhymes but designed to practise a specific sound or sounds), rhymes and stories should all be an integral part of the primary French program. The meaning of the words to songs or poems need not be explained in detail or word-for-word. A general explanation using pictures and mime as aids, plus some preliminary work with a few key nouns or

verbs, is usually sufficient. However, all teaching should take place in context, and there should be meaning attached to everything that children learn. Parroting nonsense syllables is not a very productive activity!

Extra-curricular activities with a French-Canadian cultural focus are a useful addition to the program. **Carnaval, cabane à sucre** and **la Sainte-Catherine** are examples of cultural celebrations which might be done in French. Various typically French-Canadian arts and crafts as well as simple cooking activities can be used to provide some variety.

Teachers of the primary grades are encouraged to de-emphasize such things as formal grammar lessons, grammar-based work sheets, formal testing and written homework. Because a theme-based approach tends to be heavily oriented towards vocabulary, teachers should also be careful to avoid giving children lengthy vocabulary lists or too much vocabulary on any one topic. For example, six or eight common animals are sufficient for beginners. One should not yield to the temptation to do the whole zoo and farm all at once!

In general, opportunities for children to hear French and practise speaking should be maximized. Reading and writing skills should play a very secondary role in the primary grades. Reading should be limited to recognition reading of familiar words and phrases. Writing should focus primarily on copying skills.

Finally, variety is one of the keys to any successful primary program. Activities should be changed frequently (every five minutes, when possible) and activities of a different nature should be juxtaposed (something quiet with something active, a song with a story, an action game with a seat activity and so on). This variety serves the needs of different personality types, interests and learning styles and takes into account the length of a child's attention span.

LINGUISTIC CONTENT

This section provides suggested linguistic content for each theme as well as suggestions regarding the form in which the students should be able to handle the material (understand, pronounce, respond, etc.). Although reading and writing skills are not mentioned, it is recommended that teachers use only the linguistic content taught in the various themes to do any reading and writing practice they may consider appropriate. It should also be noted that the suggested content for many of the themes includes only nouns. It is hoped that teachers will, when teaching, fit these items into appropriate structures.

The themes are not listed by grade for the reasons which have been discussed earlier.

THEME	EMPHASIZED SKILLS	POSSIBLE SUGGESTED CONTENT
A. General Themes		
Ma famille	Understand and pronounce	mon père, ma mère, mon frère, ma soeur Qui est-ce?
Je m'habille	Understand and pronounce	la robe, la chemise, le pantalon, les bottes, le manteau, le chandail, les chaussettes, la blouse, les souliers Qui porte...?
Je mange	Understand and pronounce	fruits and vegetables (specific content is optional) Qu'est-ce que c'est? Voici ..., voilà ...
Je bois	Understand and pronounce	Names of various beverages Je bois du/de la/de l' _____. J'ai soif. Voici/Voilà du/de la/de l' _____. Donne(z)-moi du/de la/de l' _____.
Mon corps	Understand and pronounce	les cheveux, les oreilles, les yeux, la bouche, le nez, la tête
Ma maison	Understand and pronounce	adresse, numéro de téléphone, la cuisine, la salle de bain, la toilette, la chambre, la salle à manger, le salon Où est-ce que ...? Quel est ton ...?

THEME	EMPHASIZED SKILLS	POSSIBLE SUGGESTED CONTENT
Ma salle de classe	Understand and pronounce	la table, la chaise, le pupitre, le tableau, la porte, la fenêtre
Les contes	Aural comprehension	Use stories, the plots of which are familiar to the students.
Les loisirs	Understand and pronounce	Specific vocabulary is optional but should reflect student interest.
Les animaux	Understand and pronounce	Use specific vocabulary items that reflect student interest.
Je vais au magasin	Understand and pronounce	Limited vocabulary items: common fruits, vegetables, 'junk food' items (use as many as possible) Veux-tu des ...? du, etc.
Les sports	Understand and pronounce	Use vocabulary from Canadian sports; famous French-Canadian sports figures.
Les moyens de transport	Understand and pronounce	l'auto, le train, le bateau, la bicyclette, l'avion, la moto, le camion, le vélomoteur
Les métiers	Understand and pronounce	Use specific vocabulary items that are of interest to the students.

THEME	EMPHASIZED SKILLS	POSSIBLE SUGGESTED CONTENT
La flore et la faune de l'Alberta	Understand and pronounce	Refer to the kit by the same name (specific vocabulary is optional).
Les instruments de musique	Understand, identify and pronounce	Selected common instruments Je joue du/de la/de l' _____. (du piano, de la guitare, etc.)
B. Recurring Themes		
Les salutations	Understand, pronounce and respond to	Bonjour monsieur, mademoiselle, madame Au revoir Comment vas-tu? Très bien, merci. Excusez-moi; s'il vous plaît.
	Understand, pronounce and use correctly	Comment vas-tu? Ça va, merci. Tu, vous Bonsoir
	Comprehend aurally, respond orally and differentiate forms of address	Bonne nuit monsieur, madame, mademoiselle Je vais très bien.
Le temps	Understand and pronounce	Quel temps fait-il? Il fait chaud. Il fait froid.
	Understand and pronounce	les nuages, le soleil, la pluie, la neige Use of "il y a" in answer to "Qu'est-ce qu'il y a ...?"

THEME	EMPHASIZED SKILLS	POSSIBLE SUGGESTED CONTENT
Le temps	Understand and pronounce Ask and respond to	Quel temps fait-il? Il pleut. Il fait beau. Il neige. Il vente.
Les saisons	Understand and respond to	l'été, l'hiver, le printemps, l'automne
Les couleurs	Understand and pronounce	rouge, jaune, bleu, blanc, vert, orange, noir, gris, rose, brun, mauve Additional vocabulary items deemed necessary.
	Understand and pronounce Ask and respond to	De quelle couleur est ...?
Les chiffres et les formes géométriques	Understand and pronounce	Numbers 0-60 (suggestion only). un triangle, un rectangle, un carré, un cercle
Les points cardinaux et les directions	Understand and pronounce	le nord, le sud, l'est, l'ouest au nord, au sud, à l'est, à l'ouest de ...
Le calendrier	Understand and pronounce	Numbers 1-31 Days of the week.
	Understand and pronounce Ask and respond to	Quel jour est-ce? Months of the year.
	Use of cardinal numbers in responses, telling time (hours only)	Combien de ...? J'ai ..... or Il y a ..... Quelle heure est-il?

THEME	EMPHASIZED SKILLS	POSSIBLE SUGGESTED CONTENT
Les fêtes	Understand and pronounce	Halloween, Noël, Pâques, Cabane à sucre, St-Jean-Baptiste (questionable value in primary). Specific vocabulary is optional.
Expressions pour la salle de classe	Understand and respond to	lève-toi, écoute, excusez-moi, vite, montre-moi, silence, regardez, répétez, donne-moi, marchez, sautez, viens ici, lève la main, baissez les mains
Les actions	Understand, pronounce, use 1st and 3rd person singular	Common verbs, particularly "er" verbs and others used frequently in class.

SUMMARY OF GRAMMATICAL CONCEPTS

The following list summarizes the grammatical concepts with which children should be familiar at the end of the primary grades. The degree of "familiarity" should conform to the types of expectations expressed within these guidelines.

Concepts

- gender
- number
- affirmative word order
- interrogative word order
- partitive
- contractions
- familiar and formal forms of address
- negation with "ne ..... pas"
- contractions (c'est; j'aime; je n'aime pas; s'il vous plaît)

Expressions and Verbs

- voici
- voilà
- il y a
- AVOIR
- ÊTRE
- ALLER
- PORTER
- FAIRE
- S'APPELER

Students should be most familiar with the singular (je, tu, il/elle) forms of verbs. Plural forms should be for recognition and comprehension only.

- verbs used in classroom expressions (recognition only)
- VOULOIR: "je" form only
- c'est, ce sont, ce n'est pas

- some common "er" verbs (in the singular):
  - . Qu'est-ce que tu fais? Je parle.
    Je chante.
    Je mange.
  - . Qu'est-ce que Paul fait? Il parle.
    Il chante.
    etc.

Vocabulary

- nouns introduced in each of the themes
- limited number of adjectives or adverbs of color, number, size and intensity
- pronouns: je, tu, il, elle, nous, ils, elles (plural forms are not for oral mastery)
  on (recognition only)
  moi, toi

APPENDICES

APPENDIX 1
SUGGESTED CORE LEARNING RESOURCES[2]

Allons-y!

D. Anthony Massey, Catherine Bick and Denise Scuccato

Collection - **Répondez s'il vous plaît (R.S.V.P.)**
Copp Clark Pitman, 1975

Components - 2 audio cassettes
1 booklet
29 posters
168 printed cards
120 spirit masters
1 teacher's guide
16 other (puppets, figurines, etc.)

Description - **Allons-y!** is the first level of the Copp Clark Pitman French series, **R.S.V.P.** This activity-based, oral program leads students to the writing portion of the program.

Price - $385.00 (Complete Kit)

Aux yeux des petits

M.G. Laurin

Collection - **Le français partout**
Holt, Rinehart and Winston of Canada, 1971.

Components - colourful wall charts
posters
cut-outs
plastic stepper-rug
2 cassette tapes (scripts and songs)
teacher's test
pupil's activity pad

Description - An introductory French program intended for English-speaking children aged 5 to 7 years. The series is organized to take into consideration listening activities. Songs and games form the basis of this approach.

Price - $378.40 (Complete Kit)

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[2]Many of the suggested resources may be viewed prior to purchase at the Centre de documentation, Faculté Saint-Jean, 8406 - 91 Street, Edmonton. Many are available for purchase from LE CARREFOUR (Librairie), 8536 - 109 Street, Edmonton.

Petit monde

Eve Dreyfes Cooper

Collection - **Le français partout**
Holt, Rinehart and Winston of Canada, 1973.

Components - flashcards
cellucoated game board
colourful cuckoo clock
hand puppet
cassette tape of songs and comptines
teacher's guide (lesson plans)
charts

Description - **Petit monde** is a two-year primary French program. Following the format of **Aux yeux des petits,** it provides materials for a slightly more advanced level. However, the aural-oral approach to French as a second language at the Grade 2 and 3 levels is maintained.

Price - $378.40 (Complete Kit)

Napoléon Readers

P.J. Arthur and M. Fisher

The Resource Centre

Description - This is a series of 12 appealingly illustrated short stories about the life and adventures of a cheerful, ragamuffin cat called **Napoléon.** The series is designed for use with pupils in their first and second years of French.

Price - Complete set of 12 Readers at $21.00
Separately at $1.95 each

Invitation à la lecture (Series)

C. Courtel and M. Mantione

Copp Clark Pitman

Description - Three books present 15 French sounds, each through an illustrated comptine or story, made up of words containing one particular sound.

A series of eight exciting, 16-page booklets with one reading selection per book. A crossword puzzle or hidden word game is at the end of each book.

A teacher's manual and teacher's cassette are available.

Price - $64.91 (Complete Kit)
Each article also sold separately.

Collection Moustique

Le Sablier

Description - A series of 12 little booklets, beautifully illustrated in colour, with one line of text per page. The series centres around four main characters: Allumette, Petit Radis, Gédéon and Pétunia.

Price - Available from publisher

Apprendre à parler en racontant - Chantal et Nicolas

Laurence Lentin

Editions Projets, 1977.

Description - A series of 12 booklets, each containing a simple story developed through the use of pictures. The text is included on a fold-out page at the end. The booklets are suitable for developing oral expression.

A teacher's guide is included with each set.

Price - $10.95

Collection: Incitatout

Éditions Études Vivantes

Description: - A series of 20 booklets, each containing clear illustrations, short sentences and words labelling some pictures.

The subject matter is suitable for primary themes.

Price - Available from the publisher

Dansons la capucine

Annick Le Marchand

Clarke Irwin, 1973

Description - Level 1 - 1 audio cassette
- 8 books (10 of each)
- 1 teacher's guide
- 1 other

Level 2 - 1 audio cassette
- 9 books (10 of each)
- 1 teacher's guide
- 1 other

Level 3 - 1 audio cassette
- 10 books (10 of each)
- 1 teacher's guide
- 1 other

"The course is designed for small children beginning their study in French as a second language. It was created to offer a guide to teachers to give them a well-structured method which will enable them to use the spontaneity and curiosity of the children and their own enthusiasm and creativity."
(Préface, Guide méthodologique)

Price - Level 1 - $ 75.00
Level 2 - $ 95.00
Level 3 - $150.00

Faites vos jeux

Mary Barratta-Lorton

ERPI, 1980.

Description - The author proposes a series of 165 activities for the pre-primary pupil to Grade 2. **Faites vos jeux** may be viewed as complementary to an existing program.

Price - $14.95

Votre enfant vous raconte ses histoires

Editions Gamma, Paris, Tournai.

- **A la mer**
- **Au zoo**
- **A la maison**
- **Au cirque**
- **A la campagne**
- **En ville**
- **A l'école**
- **A la ferme**

Description - These booklets are spiral bound and contain fold-over cardboard subsections. No text material is included. Students can arrange the picture segments in various combinations to make their own stories.

Price - $4.95 each

A series of nine booklets

- **La cachette**
- **Mon ami Pichou**
- **L'école**
- **La fête**
- **La chicane**
- **La varicelle**
- **Le savon**
- **L'hiver**
- **Le bonhomme sept heures**

Ginette Anfousse

Le Tamanoir, 1976.

Description: - These booklets have approximately 20 pages. Colour illustrations and one or two lines of print accompany each full-page illustration.

Price - $4.95 each

Les mille premiers mots en français

Autour du monde

Les animaux

Heather Amery and Catherine Folliot

G.P. Rouge et Or

Description - These three books are picture dictionaries. Each single or double-page illustration is bordered with tiny pictures that are found within the scope of the larger illustration. Each of the smaller pictures that make up the border are accompanied by their French definition and the definite article (**le** or **la**).

APPENDIX 2
AUDIO AND VISUAL AIDS[3]

T.R. Large Picture Cards — Teaching Resources Corporation

Description - Three sets of cards with a guide in each box.

Set 1: people, places, animals, adjective pairs.

Set 2: vehicles, furniture and household items, clothing, food, common objects.

Set 3: activities, toys and play equipment, holidays, seasons, weather, musical instruments, body parts, positions, tools.

Each box contains 120 cards, excellent illustrations and a teacher's guide.

Price - Available from publisher

Bien joué
(popular French games) — The Resource Centre

Description - **Bien joué** is a self-contained package containing 20 assorted board and card games, all of which can be integrated into the teaching program with a minimum of preparation and a maximum of constructive enjoyment.

Price - $33.50 (complete game pack containing 26 cards and the teacher's handbook)

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[3]Many of the resources listed below may be viewed at the Centre de documentation, Faculté Saint-Jean, 8406 - 91 Street, Edmonton, or purchased directly from LE CARREFOUR (Librairie), 8536 - 109 Street, Edmonton

Carte blanche

Addison-Wesley (Canada) Ltd.

Description - 10 books
- 1 teacher resource book

"This is not a program. Each module provides a variety of reproducible materials - flashcards, games/puzzles and songs which reinforce vocabulary in the familiar areas of interest indicated by the titles."

(Teacher Resource Book)

Price - $9.00 - $11.00 per book
$94.22 (collection)

Écouter et chanter

J. Klinck, G. Klinck

Addison-Wesley (Canada), 1980

Description - 2 cassettes (28 songs)
1 teacher's key

"**Écouter et chanter**, which consists of 2 cassettes and a teacher's key, provides a pleasant and effective way for ... students to learn and enjoy some traditional French and Canadian songs. It also allows you to teach your students some new vocabulary and to exploit, in an enjoyable manner, some basic French language structures."

(Teacher's Key Introduction)

Price - $40.67 (cassettes)
$20.32 (teacher's key)

J'apprends à écouter

Lise Champagne and Lise Gosselin

Brault et Bouthillier, 1973

Description - Kit, 2 audio discs, 1 teacher's guide

This kit is aimed at developing the aural acuity of the students, who are asked to identify and imitate noises and sounds.

The material consists of a series of anecdotes.

Price - $15.00

Les quatres saisons:

Jeu d'identification et d'observation pour les petits

Fernand Nathan, 1971

Description - Game - 4 boards, 40 illustrated cardboard chips

This simple and attractive pictorial bingo game can be used for the development of vocabulary, identification and word recognition skills. The game centres around seasonal activities and can be played both individually or in groups of four.

Price - $13.40

Autour d'une chanson

Les Éditions FM

Description - This is a unique tool which develops the student's ability as a receiver and emitter of oral sounds.

3 cassettes
1 student workbook
32 posters
1 teacher's guide
3 others

Price - $100.70 (Complete Kit)
Individual parts sold separately

Quoi faire?

Idées et activités

Cheryl Evans, Scholar's Choice, 1977

Description - This is a collection of ideas (144 cards) for activities suitable for any core French program. The activities are centered around 10 themes such as holidays, games, math, etc.

Price - $8.95

Initial Sounds in French

Scholar's Choice

Description - Designed to meet the needs of English speaking students studying French, this program contains 382 word picture cards which reinforce vocabulary, phonic and reading skills in the French language.

Price - $20.30 (set)

Comme moi

Je m'appelle Marie Soleil

Un cadeau pour toi

Une girafe à l'école

(4 records)
Suzanne Pinel, Altair Four Record Productions.

Chantal Goya

R.C.A. recording artist, numerous albums, all worthwhile

APPENDIX 3
ADDRESSES OF PUBLISHERS, PRODUCERS AND SUPPLIERS

Addison-Wesley (Canada) Ltd.,
36 Prince Andrew Place,
P.O. Box 580,
Don Mills, Ontario M3C 2T8
(416) 447-5101

Brault et Bouthillier Ltée,
700, rue Beaumont,
Montréal, Québec H3N 1V5
(514) 273-9186

Carrefour (Librairie),
8536 - 109 Street
Edmonton, Alberta T6G 1E5
(403) 432-1267

Centre de documentation
Faculté Saint-Jean,
8406 - 91 Street,
Edmonton, Alberta T6C 4G9
(403) 468-1254

Copp Clark Pitman Ltd.,
517 Wellington St. West,
Toronto, Ontario M5V 1G1
(416) 366-4911

Éditions Études Vivantes,
6700, Côte-de-Liesse,
Saint-Laurent, Québec H4T 1E3
(514) 341-6690

Les Éditions FM,
1113, rue Desnoyers,
St-Vincent-de-Paul,
Ville de Laval, Québec H7C 1Y4
(514) 324-0712

Les Éditions Projets Inc.,
890, rue Joques app. 5
Sherbrooke, Québec J1H 2X9
(819) 567-3020

Holt, Rinehart and
Winston of Canada Ltd.
55 Horner Avenue,
Toronto, Ontario M8Z 4X6
(416) 255-4491

The Resource Centre,
P.O. Box 190,
Waterloo, Ontario N2J 3Z9
(519) 885-0826

Le Sablier,
C.P. 120,
Boucherville, Québec J4B 5E6
(514) 861-2764

Scholar's Choice Ltd.,
777 Douro Street
Stratford, Ontario N5A 6T9
(519) 271-3800

Teaching Resources Corporation
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Boston, Mass., U.S.A.
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